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# *Information Bulletin*

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*Grade 9 Social Studies  
1997-98*

This document was written primarily for:

Students	✓
Teachers	✓ Grade 9 Teachers
Administrators	✓
Parents	
General Audience	
Others	✓ Superintendents

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This bulletin contains general information about the Provincial Achievement Testing Program and information specific to the Grade 9 Social Studies Achievement Test. **This bulletin replaces all previous bulletins.**

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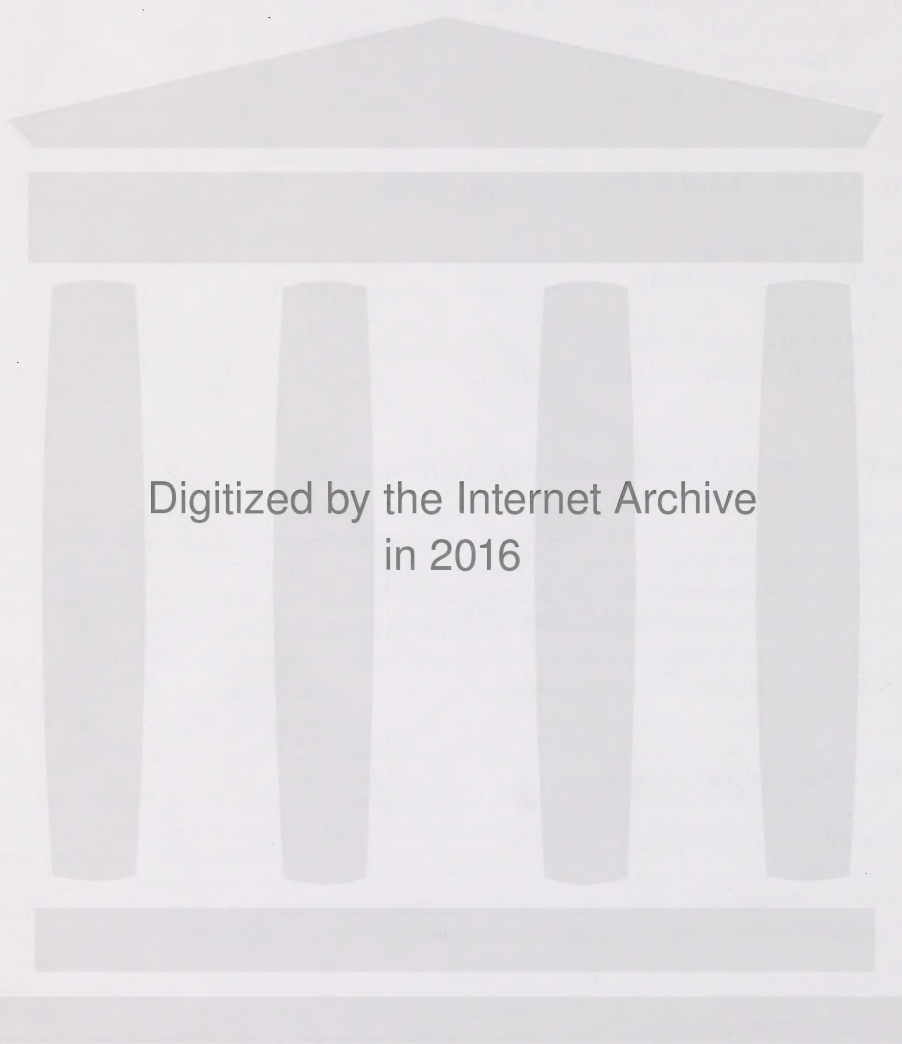
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**September 1997**



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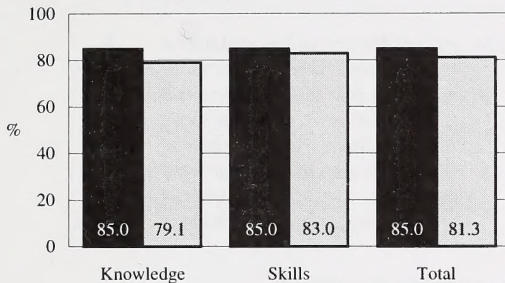


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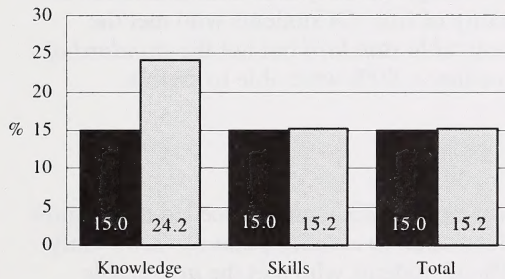
## Looking Back: Highlights of 1997

This information provides teachers, school administrators, and the public with an overview of the results for the June 1997 Grade 9 Social Studies provincial assessment. It complements the detailed school and jurisdiction reports.

### Acceptable Standard



### Standard of Excellence



■ Achievement Standards\*

□ Actual Results\*\*

\*the percentage of students in the province expected to meet the acceptable standard and the standard of excellence

\*\*the percentage of students in the province who met the standards (based on those who wrote)

### Who Wrote the Test?

All students registered in Grade 9 were expected to write the 1997 Social Studies Achievement Test. A total of 35 130 students completed the test. Only a small proportion of students in Grade 9 did not write the test: 4.1% were absent and 4.1% were excused from writing by their superintendent.

### What Was the Test Like?

The assessment consisted of 55 multiple-choice questions based on three social studies topics; Topic A is Economic Growth: U.S.A., Topic B is Economic Growth: A Case Study of the Former U.S.S.R., and Topic C is Canada: Responding to Change.

The test was organized by grouping questions according to key concepts rather than by topic.

### How Well Did Students Do?

As shown by the graphs, the number of students meeting the *acceptable standard* on the total test was lower than expected, whereas the number of students meeting the *standard of excellence* was higher than expected. Far more students than expected met the *standard of excellence* on the knowledge component of the test. Detailed provincial test results are provided in school and jurisdiction reports.

In 7.5% of the schools, the percentage of students meeting the *acceptable standard* was significantly above expectations for the province. In 65.3% of the schools, the percentage was not significantly different from provincial expectations. In 27.2% of schools, the percentage of students meeting the *acceptable standard* was significantly below provincial expectations. Schools where fewer than five students wrote the Grade 9 test are not included in these school calculations.



The results presented in this report are based on scores achieved by all students except those in French programs. Results for students writing in French are reported separately.

## ***Has Achievement Changed Since Last Year?***

Results show that achievement in Grade 9 Social Studies in 1997 is unchanged from 1996.

### ***Commentary and Sample Questions from the Grade 9 Social Studies Achievement Test 1997***

Sample questions from the test and accompanying discussion are provided to highlight the strengths and weaknesses of students meeting the *acceptable standard* and the *standard of excellence*. For each sample question, there is an asterisk beside the correct answer.

45. For workers, a negative effect of the introduction of assembly-line production was the
- A. need for a higher education
  - B. lack of desire to form unions
  - \* C. loss of pride in individual workmanship
  - D. increase in prices of mass-produced goods

Use the following joke to answer question 33.

“Under communism one person is exploited by another. Under capitalism it’s the other way around.”

East European joke

—from *Canada and the World Background*

33. This East European joke suggests that
- A. economic reform is hopeless
  - \* B. all economic systems have flaws
  - C. capitalism is better than communism
  - D. communism encourages economic exploitation

### **Acceptable Standard**

For **question 45**, students needed to understand psychological effects of industrialization on quality of life. Of students who met the *acceptable standard* but not the *standard of excellence*, 80% were able to do this.

For **question 33**, students needed to interpret information to identify point of view. Only 68% of students who met the *acceptable standard* but not the *standard of excellence* answered this question correctly.

Use the following chart to answer question 16.

Employment Trends in Canada, 1981–1995			
Occupation	1981	1986	Projected 1995
Tool and Die Making	12 400	12 100	14 100
Farming	262 100	243 600	252 400
Computer Programming	59 800	62 900	70 900

16. According to the chart, a **likely** prediction is that in Canada
- A. secondary industries will decline while other industries will increase
  - B. tertiary industries will decline while other industries will increase
  - C. primary industries will continue to experience steady growth
  - \* D. tertiary industries will continue to experience steady growth

For **question 16**, students were required to interpret information to make an inference. Results indicate that 71% of students who met the *acceptable standard* but not the *standard of excellence* were able to do this.

The strengths of students who met the *acceptable standard* but not the *standard of excellence* include an ability to:

- understand to a limited degree the concepts of market and mixed economies, quality of life, industrialization, and technology
- interpret information from graphs, charts, and maps

However, many of these students did not do as well as expected in:

- understanding the concept of a centrally planned economy and the meaning of quality of life in the former Soviet Union
- interpreting information to identify the main idea
- synthesizing information to draw conclusions and make generalizations
- synthesizing information to determine values underlying a position



22. A supporter of a market economy would argue that it is the best economic system because it
- A. distributes a nation's resources equally among its people
  - B. places a high value on environmental and quality-of-life issues
  - C. allows government to concentrate resources to solve problems of scarcity
  - \* D. rewards those who work the hardest and encourages others to work harder

Use the following statements to answer question 36.

**Speaker I**

I believe that economic decision making has become very complex. Individuals and private businesses cannot be expected to run the economy. Government is best equipped to make the major economic decisions for the country.

**Speaker II**

I believe that government should only be involved in running the economy to create conditions for a more equal distribution of wealth. Government should make sure that everyone in need is taken care of, at least at a minimum level.

**Speaker III**

Many of our problems come from poor government decisions that result in high taxes, inflation, and high interest rates. I think the government should leave major economic decisions to individuals and private businesses.

**Speaker IV**

Government should be in control of some programs. However, there are times when individuals are better suited to make certain economic decisions, and they should take matters into their own hands.

36. Social programs seem to be **most** valued by
- A. Speaker I
  - \* B. Speaker II
  - C. Speaker III
  - D. Speaker IV

## Standard of Excellence

For **question 22**, students needed to have a basic understanding of the beliefs/values underlying a market economy. Only 59% of students meeting the *acceptable standard* but not the *standard of excellence* understood this concept. Of students meeting the *standard of excellence*, 95% had no difficulty with this question.

For **question 36**, students were required to synthesize information to determine values underlying a position. Only 38% of the students who met the *acceptable standard* but not the *standard of excellence* answered this question correctly, whereas 77% of students meeting the *standard of excellence* did so.



Use the following headlines to answer question 50.

**FEMALE IMMIGRANTS ENDURE  
DANGEROUS WORKPLACE CONDITIONS**

***Employees Demand a Four-Day Work Week***

**GOVERNMENT ENDS MINIMUM  
WAGE LEGISLATION**

***Freezing Building Causes Walkout By  
Freight Handlers***

50. Which question could **best** be researched using the news stories behind all these headlines?

- \* A. What are some of the causes of worker unrest?
- B. Are wage laws being ignored in the workplace?
- C. Have women achieved equality in the workplace?
- D. Are companies obligated to provide employee incentives?

For **question 50**, students were required to interpret information to identify the main idea. Only 47% of the students who met the *acceptable standard* but not the *standard of excellence* answered this question correctly, whereas 87% of students meeting the *standard of excellence* did so.

Students who met the *standard of excellence* were able to:

- understand the concepts of market, mixed, and centrally planned economies, industrialization, technology, and quality of life
- interpret and analyze information from a variety of sources
- synthesize information to draw conclusions and make generalizations

However, some of these students did not do as well as expected in:

- knowing the geography of the Soviet Union
- understanding economic reform under Gorbachev
- synthesizing information to determine values underlying a position
- synthesizing information from a chart to draw a conclusion

## ***Reporting the Results***

On August 22, 1997, each school jurisdiction received electronically a district report and individual school reports regarding their students' achievement, as well as guidelines for interpreting these results in relation to provincial standards.

To facilitate reflection on school programs, we expect that results will be shared with all school staff (not just teachers of grades 3, 6, and 9), as well as with parents and the community.

Two copies of an individual profile for each student were sent to the school that the student will attend in September. We expect that the Parent Copy will be given to parents and the School Copy will remain with the student's record.

### **The following Achievement tests are secured:**

**Grade 6 Mathematics, 1995**  
**ALL tests from 1996 and 1997**



# ***Looking Ahead: What is Upcoming for 1998***

## ***General Information***

### **Purpose**

The purpose of the Achievement Testing Program is to

- determine if students are learning what they are expected to learn
- report to Albertans how well students have achieved provincial standards at given points in their schooling
- assist schools, jurisdictions, and the province in monitoring and improving student learning

### **Enhance Student Learning**

Careful examination and interpretation of the results can help identify areas of relative strength and weakness in student achievement. Teachers and administrators can use this information in planning and delivering relevant and effective instruction in relation to broad, general learnings in the *Program of Studies*.

### **Enable Accountability**

Alberta Education and school jurisdiction personnel are responsible for ensuring that the highest quality education is provided to all students in the province.

Information about achievement is provided to

- schools and jurisdictions
- parents
- the public

so that they may know how well students in their schools are meeting local targets and provincial expectations.

### **Interpreting Results**

Achievement tests assess only part of what is to be learned. In addition, many factors contribute to student achievement. Personnel at the jurisdiction and school levels are in the best position to appropriately interpret, use, and communicate jurisdiction and school results in the local context.

The Provincial Achievement Testing Program provides teachers, parents, students, school administrators, Alberta Education, and the public with information about what students know and can do in relation to provincial standards. Group results are reported at school, district, and provincial levels to improve learning opportunities for students.

The assessments are administered in two subject areas at Grade 3—language arts and mathematics—and in four subject areas at Grades 6 and 9—language arts, mathematics, social studies, and science.

The assessments are based on provincial standards that reflect important learnings in the subject areas listed above. Classroom teachers from across the province are extensively involved in developing and field testing the assessment instruments.

### ***Administering the Tests***

Information about the nature of the provincial assessments as well as their administration to special needs students can be found in the *General Information Bulletin, Achievement Testing Program*, which is mailed each fall to all superintendents and principals.

## ***Schedule***

The schedule for administering achievement tests in the 1997–98 school year is mandated.

### **January 1998**

The January achievement tests for Grade 9 schools on a semester system must be administered according to the following schedule:

Wednesday, January 21	9:00 to 11:30 A.M.	Grade 9 English Language Arts Part A
Thursday, January 22	9:00 to 10:45 A.M.	Grade 9 Science
Friday, January 23	9:00 to 11:30 A.M.	Grade 9 Français/French Language Arts Partie A
Monday, January 26	9:00 to 10:45 A.M.	Grade 9 English Language Arts Part B
Tuesday, January 27	9:00 to 10:45 A.M.	Grade 9 Mathematics
Wednesday, January 28	9:00 to 10:45 A.M.	Grade 9 Social Studies
Thursday, January 29	9:00 to 10:45 A.M.	Grade 9 Français/French Language Arts Partie B

### **May 1998**

The written component of the language arts achievement tests for grades 3, 6, and 9 must be administered according to the following schedule:

Tuesday, May 26	9:00 to 10:30 A.M.	Grade 3 English Language Arts Part A
	9:00 to 11:30 A.M.	Grades 6 and 9 English Language Arts Part A
Thursday, May 28	9:00 to 11:30 A.M.	Grades 6 and 9 Français/French Language Arts Partie A

### **June 1998**

The machine-scorable component of achievement tests for grades 3, 6, and 9 must be administered according to the following schedule:

Monday, June 15	9:00 to 10:30 A.M.	Grade 3 English Language Arts Part B
	9:00 to 10:30 A.M.	Grade 6 English Language Arts Part B
Wednesday, June 17	9:00 to 10:30 A.M.	Grade 3 Mathematics
	9:00 to 10:30 A.M.	Grade 6 Mathematics
Thursday, June 18	9:00 to 10:30 A.M.	Grade 6 Social Studies
	9:00 to 10:45 A.M.	Grade 9 Français/French Language Arts Partie B
Friday, June 19	9:00 to 10:45 A.M.	Grade 9 Science
Monday, June 22	9:00 to 10:30 A.M.	Grade 6 Science
	9:00 to 10:45 A.M.	Grade 9 English Language Arts Part B
Tuesday, June 23	9:00 to 10:30 A.M.	Grade 6 Français/French Language Arts Partie B
	9:00 to 10:45 A.M.	Grade 9 Mathematics
Wednesday, June 24	9:00 to 10:45 A.M.	Grade 9 Social Studies



The tests that will be administered each year are:

### **Grade 3**

English Language Arts (*Part A: Writing and Part B: Reading*)

Mathematics (English and French forms)

### **Grade 6**

English Language Arts (*Part A: Writing and Part B: Reading*)

Français/French Language Arts  
(*Partie A: Production écrite and  
Partie B: Lecture*)

Mathematics (English and French forms)

Science (English and French forms)

Social Studies (English and French forms)

### **Grade 9**

English Language Arts (*Part A: Writing and Part B: Reading*)

Français/French Language Arts  
(*Partie A: Production écrite and  
Partie B: Lecture*)

Mathematics (English and French forms)

Science (English and French forms)

Social Studies (English and French forms)

## ***Students in French Programs***

All students in French programs must write English Language Arts, French Language Arts, and French versions of other achievement tests if their language of instruction is French. Alberta Education will send a checklist to schools in January requesting an indication of how many English or French tests are required. These forms must be returned through jurisdiction offices by mid-February.

## ***Marking Achievement Tests Locally***

Teachers are able to mark the tests before returning them to Alberta Education. Teachers can use the results as part of an individual student's year-end assessment, as well as for planning instruction.

## ***Standards: Curriculum, Assessment, Achievement***

The move toward results-based curricula has re-emphasized the need for a clear delineation of standards and their purpose. All standards and all methods of setting standards require judgement.

The process of setting a standard can only be as good as the judgements that go into it. The standard will depend on whose judgements are involved in the process. In this sense, all standards are subjective. Yet once a standard has been set, the decisions based on it can be made objectively. Instead of a separate set of judgements for each test-taker, you will have the same set of judgements applied to all test-takers. Standards cannot be objectively determined, but they can be objectively applied.<sup>1</sup>

## ***Definitions***

The Achievement Testing Program is directly concerned with three different but related standards. These provincial standards are curriculum standards, assessment standards, and achievement standards. Local targets are also described in this section.

- **Curriculum Standards** are the expected student learnings sequenced into grade levels. They include broad statements of knowledge, skills, and attitude expectations against which student performance is judged. These standards are established in the process of curriculum development and are found in the *Program of Studies* produced for each subject.
- **Assessment Standards** are the criteria adopted for judging actual student achievement relative to curriculum standards. They are ultimately expressed

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<sup>1</sup> Passing Scores; Samuel A. Livingston, Michael J. Zieky; Educational Testing Service, 1982.

and applied to test scores. They are derived from answers to questions such as: What scores must a student obtain or how many questions on a given test must a student answer correctly in order for his/her performance on the test to be judged as acceptable or excellent?

- **Achievement Standards** are judgements that specify what percentages of students are expected to achieve an acceptable and an excellent level of achievement in relation to each course of studies; i.e., to the relevant curriculum standards. They reflect community judgement about what is an appropriate expectation for students. It is important to point out that this judgement is not a prediction of the percentage of students who will actually achieve acceptable or excellent levels, but rather a specification of the percentage of students at a given grade or year in school who are *expected* to achieve the acceptable (85%) or excellent standard (15%). **The 85% of students expected to meet the acceptable standard includes those students who meet the standard of excellence.** These standards apply to school, jurisdiction, and provincial performance.
- **Local targets** are goals set in schools/districts to focus plans for helping students learn what is expected by the provincial government. These local targets reflect the specific needs of students, the views of teachers, school administration, and the local community, and the resources available to provide learning opportunities for students.

### **Confirming Standards**

Confirming standards is a process in which some teachers are asked to make judgements about the achievement test to answer the question of whether province-wide performance is good enough. For more information on the confirming standards process, refer to Appendix A of the *Achievement Testing Program*

*Provincial Report, June 1993*

*Administration.* For information on the selection of teachers for participation in the confirming standards process, refer to the current *General Information Bulletin, Achievement Testing Program.*

### **Purpose of Assessment Standards**

The provincial standards are the basis upon which we assess how well students have learned social studies by the end of Grade 9. These standards reflect the essential learnings that all Alberta students are expected to achieve. Provincial standards are useful, therefore, for assessing Grade 9 students in all types of school programs—public, private, and home education. By comparing actual results with provincial standards, decisions can be made about whether achievement is, in fact, “good enough.”

### **Description of the Social Studies Assessment Standards**

The following statements describe what is expected of Grade 9 students who are meeting the *acceptable standard* or the *standard of excellence* on independent work at the end of Grade 9. The statements represent the standards against which student achievement will be measured.

#### **Acceptable Standard**

Students who meet the *acceptable standard* in Grade 9 Social Studies have a basic understanding of the concepts, generalizations, and skills fundamental to the program.

Students who meet the *acceptable standard* know how the United States and the former Soviet Union became industrialized and what impact technological change has had on Canada. Students know how these countries have organized themselves economically. They understand how economic growth within different economic systems (market, centrally planned, mixed)



affects quality of life. They understand these concepts and are able to give examples of each.

These students independently understand, organize, analyze, synthesize, and apply social studies related ideas and concepts in simple and familiar situations. They can apply their knowledge of basic concepts such as industrialization, technology, market economy, centrally planned economy, mixed economy, and quality of life. Students who meet the *acceptable standard* are able to differentiate between main and related ideas in written and oral form, identify points of view expressed in cartoons, and interpret maps to uncover relationships between geography and industrialization.

Students who meet the *acceptable standard* are able to use higher-level thinking skills in familiar contexts. For example, they are able to compare information from two or more sources, detect bias, determine values underlying a position, and make generalizations by stating relationships among economic growth, economic organization, and quality of life.

The expectation is that these students are successful with familiar tasks and can compare and contrast the ways in which different economic systems respond to economic problems, analyze and synthesize information to make inferences, and draw conclusions about economic growth.

### *Standard of Excellence*

Students who meet the *standard of excellence* in Grade 9 Social Studies have internalized most, if not all, of the concepts and generalizations fundamental to social studies. They are confident learners who demonstrate a clear and accurate understanding of how economic growth within market, centrally planned, and mixed economies affects quality of life. They are able to transfer their knowledge and understanding to unfamiliar situations.

Students achieving the *standard of excellence* are able to deal with complex details and ideas. They can organize and interpret a wide variety of information and abstract material to some degree. They are able to apply higher-level thinking skills to unfamiliar contexts.

## ***Grade 9 Social Studies Assessment***

### ***General Description***

The assessment consists of 55 multiple-choice questions. The student is required to use a separate answer sheet.

The assessment is designed to be completed in 75 minutes. However, additional time of up to 30 minutes may be provided to allow students to finish.

The test is based on three social studies topics.

#### ***Topic A***

Economic Growth: U.S.A.

#### ***Topic B***

Economic Growth: A Case Study of the Former U.S.S.R.

#### ***Topic C***

Canada: Responding to Change

The topics are integrated within the 55 questions. For example, questions on *Topic A, Economic Growth: U.S.A.* do not constitute the first section. They are combined with concepts related to topics B and C, and appear throughout the test.

The knowledge and skills components are integrated in the test. Neither participation skills nor attitude objectives are directly evaluated on this test. However, they contribute to students' ability to do the test.

## Blueprint

The blueprint below shows the reporting categories under which the questions are classified. The distribution of the questions per reporting category is approximate.

		Technology and Change		Economic Systems			Quality of Life Available in Different Economic Systems	The Former U.S.S.R.		Proportion of Score
		Industrialization	Technology	Market Economy	Mixed Economy	Centrally Planned Economy	Quality of Life	Geography	Economic Change	
Knowledge	Understands Generalizations, Concepts, Related Concepts, Terms, and Facts	16%		16%			4%	4%		40%
Skills	Locating, Interpreting, Organizing	22%		22%			11%	5%		60%
	Analyzing, Synthesizing, Evaluating									
Proportion of Score		38%		38%			15%	9%		100%

## Practice Questions

The practice questions illustrate the nature and complexity of those that will appear on the test, although the emphasis may be slightly different. Teachers are encouraged to familiarize students with the types of questions that will appear on the achievement test by discussing these practice questions with them.

The *Key and Descriptors for Practice Questions* is on page 20. Each question is classified according to the topic on which it is based, and the type of knowledge or skill being assessed. In addition, the curriculum and standards for each question are included.

The questions on pages 13 to 19 appeared on the 1997 Achievement Test. These questions, along with questions from previous bulletins, can be used to prepare students for the 1998 Achievement Test. Other questions from the 1997 and 1996 tests remain secured (see *General Information Bulletin, Achievement Testing Program* for details).



## INDUSTRIALIZATION AND TECHNOLOGY

1. When comparing industrialization in the United States with that in Great Britain during the 19th century, which advantage did the United States have?
- A. Available capital
  - B. A large population base
  - C. Abundant natural resources
  - D. Accessible markets

*Use the following passage to answer question 2.*

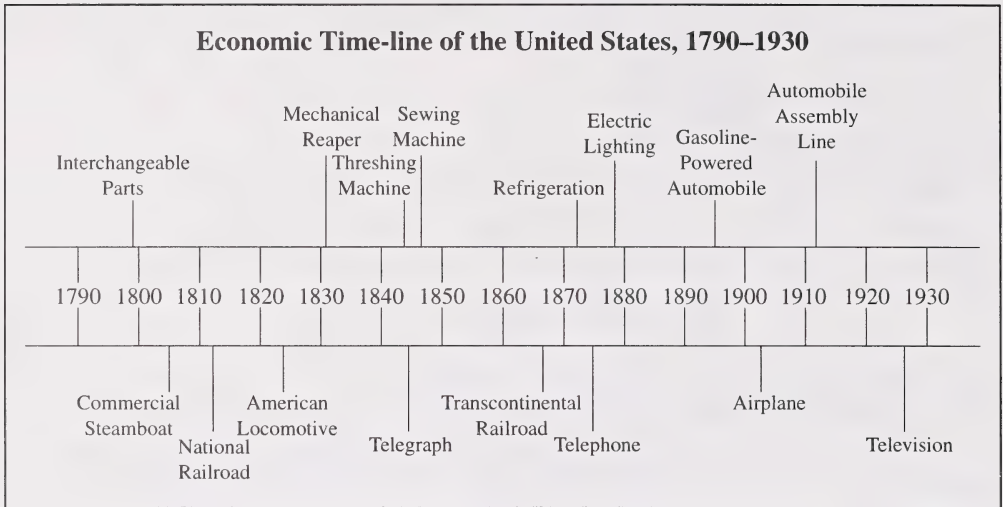
There are a number of companies today that sell access to immense computer information databases. When a name or subject heading is typed in, the computer will print out a list of every article published on that name or subject in the last 20 years. This is extremely useful for research in any industry.

Other companies provide computer bulletin-board services. Clients can access a computer network that connects them with computers all over the world. Researchers can send messages or entire articles to each other in seconds. This has greatly increased the speed at which information can be exchanged.

2. This passage **best** supports the generalization that
- A. advances in technology have led to an information explosion
  - B. rapid access to information has led to increased research grants
  - C. advances in technology have led to expensive computer systems
  - D. rapid access to information has increased the power of corporations

Use the following sources to answer questions 3 and 4.

**Source I**



**Source II**

An American entrepreneur believed that his products should be affordable for every American. He was determined to reduce the price of his products until they were within the reach of the average worker. His production techniques developed mass production as we know it today.

3. Which generalization is supported by the time-line in Source I?
- A. American industrialization was characterized by many inventions.
  - B. The economy does not stop growing because resources are limited.
  - C. Consumer purchases contributed to the growth of the American economy.
  - D. Assembly line methods increased the availability of products to the consumer.
4. The mass production techniques described in Source II were introduced in which time period shown in Source I?
- A. 1790–1810
  - B. 1830–1850
  - C. 1880–1900
  - D. 1900–1920

5. Which statement describes economic conditions in Russia before the Bolshevik Revolution of 1917?
- A. Russia's economy was primarily industrial.
  - B. Russia's economy was primarily non-industrial.
  - C. Russia concentrated on military production to build its industrial base.
  - D. Russia made rapid industrial progress compared with the rest of Europe.
6. During Stalin's era, the U.S.S.R. placed the **lowest** priority on
- A. state central planning
  - B. industrial development
  - C. the production of consumer goods
  - D. the production of capital goods

*Use the following chart to answer question 7.*

Employment Trends in Canada, 1981–1995			
Occupation	1981	1986	Projected 1995
Tool and Die Making	12 400	12 100	14 100
Farming	262 100	243 600	252 400
Computer Programming	59 800	62 900	70 900

7. According to the chart, a **likely** prediction is that in Canada
- A. secondary industries will decline while other industries will increase
  - B. tertiary industries will decline while other industries will increase
  - C. primary industries will continue to experience steady growth
  - D. tertiary industries will continue to experience steady growth
- 
8. Industries that employ robots in their production processes often lower their production costs because robots
- A. are more highly skilled than humans
  - B. are inexpensive to produce and to install
  - C. can perform difficult or dangerous tasks
  - D. can produce goods more efficiently than humans



## MARKET, CENTRALLY PLANNED, AND MIXED ECONOMIES

9. A supporter of a market economy would argue that it is the best economic system because it
- A. distributes a nation's resources equally among its people
  - B. places a high value on environmental and quality-of-life issues
  - C. allows government to concentrate resources to solve problems of scarcity
  - D. rewards those who work the hardest and encourages others to work harder
10. In a market economy, decisions about what goods to produce are made by
- A. workers
  - B. government
  - C. union officials
  - D. company owners

*Use the following joke to answer question 11.*

"Under communism one person is exploited by another. Under capitalism it's the other way around."

East European joke

—from *Canada and the World Backgrounder*

11. This East European joke suggests that
- A. economic reform is hopeless
  - B. all economic systems have flaws
  - C. capitalism is better than communism
  - D. communism encourages economic exploitation
- 
12. Supporters of a mixed economy would argue that such a system is best because
- A. control of resources is the priority of the government
  - B. government intervention in the marketplace is minimal
  - C. competition is all that is required to ensure high-quality products
  - D. consumers receive the benefits of competition and government protection

*Use the following statements to answer questions 13 to 15.*

**Speaker I**

I believe that economic decision making has become very complex. Individuals and private businesses cannot be expected to run the economy. Government is best equipped to make the major economic decisions for the country.

**Speaker II**

I believe that government should only be involved in running the economy to create conditions for a more equal distribution of wealth. Government should make sure that everyone in need is taken care of, at least at a minimum level.

**Speaker III**

Many of our problems come from poor government decisions that result in high taxes, inflation, and high interest rates. I think the government should leave major economic decisions to individuals and private businesses.

**Speaker IV**

Government should be in control of some programs. However, there are times when individuals are better suited to make certain economic decisions, and they should take matters into their own hands.

13. The speaker who **most** favours a centrally planned economy is
- A. Speaker I
  - B. Speaker II
  - C. Speaker III
  - D. Speaker IV
14. Social programs seem to be **most** valued by
- A. Speaker I
  - B. Speaker II
  - C. Speaker III
  - D. Speaker IV
15. Which speakers favour a mixed economy?
- A. Speakers I and II
  - B. Speakers II and III
  - C. Speakers III and IV
  - D. Speakers II and IV

## QUALITY OF LIFE

Use the following information to answer question 16.

Change in today's world has two important aspects. First, it is extremely *rapid*. In fact, it is more rapid than ever before in history. For example, the amount of our scientific knowledge doubled between 1750 and 1900; it doubled again by 1950, again by 1970, and yet again by 1975. Secondly, change is occurring on a *huge scale*. It affects almost all aspects of life in every part of the world.

Many of these changes have brought wonderful benefits. Still they have had a constantly disrupting effect on our ways of living.

—from *People, Technology and Change*

16. From the information, it can be inferred that quality of life has
- A. been greatly affected by the rate and amount of change
  - B. improved because people have changing needs and wants
  - C. declined because people have been replaced by machines
  - D. been greatly affected by technology in the workplace
- 
17. For workers, a negative effect of the introduction of assembly-line production was the
- A. need for a higher education
  - B. lack of desire to form unions
  - C. loss of pride in individual workmanship
  - D. increase in prices of mass-produced goods



Use the following headlines to answer question 18.

***FEMALE IMMIGRANTS ENDURE  
DANGEROUS WORKPLACE CONDITIONS***

***Employees Demand a Four-Day Work Week***

***GOVERNMENT ENDS MINIMUM WAGE LEGISLATION***

***Freezing Building Causes Walkout By Freight Handlers***

18. Which question could **best** be researched using the news stories behind all these headlines?
- A. What are some of the causes of worker unrest?
  - B. Are wage laws being ignored in the workplace?
  - C. Have women achieved equality in the workplace?
  - D. Are companies obligated to provide employee incentives?

## Key and Descriptors for Practice Questions

Item	Key	Topic	Component*	Category**	Curriculum Standard
1	C	A	K	C	Understand factors required for industrialization
2	A	C	S	A	Synthesize information to make a generalization
3	A	A	S	A	Synthesize information to make a generalization
4	D	A	S	L	Interpret information to identify a relationship between sources
5	B	B	K	F	Know level of industrialization in Russia before 1917
6	C	B	K	C	Understand industrialization under Stalin in the former Soviet Union
7	D	C	S	L	Interpret information to make an inference
8	D	C	K	C	Understand the effects of technological innovation
9	D	A	K	C	Understand beliefs/values underlying a market economy
10	D	A	K	C	Understand the role of entrepreneurs in a market economy
11	B	B	S	L	Interpret information to identify point of view
12	D	C	K	G	Understand beliefs/values underlying a mixed economy
13	A	B	S	A	Synthesize information to determine values underlying a position
14	B	C	S	A	Synthesize information to determine values underlying a position
15	D	C	S	A	Synthesize information to draw a conclusion
16	A	A	S	L	Interpret information to make an inference
17	C	A	K	C	Understand psychological effects of industrialization on quality of life
18	A	C	S	L	Interpret information to identify the main idea

\*Component: K—Knowledge  
S—Skills

\*\*Category: F—Facts  
C—Concepts  
G—Generalizations  
L—Locating, Interpreting, Organizing  
A—Analyzing, Synthesizing, Evaluating

## ***Preparing Students for the Test***

We hope that teachers will share the following information with their students to help them prepare for the Social Studies Achievement Test.

Have Grade 9 students do the sample questions included in this bulletin. Then, have students share strategies they used to answer the questions.

### ***Suggestions for Answering Multiple-Choice Questions***

The following suggestions are provided to help prepare students for the Grade 9 Social Studies multiple-choice questions.

*Make sure you consider all forms of information provided.* Information will be presented not only in words but also in visual forms such as cartoons, pictures, charts, or maps. Consider all forms of information provided, and think carefully about them before you try to answer any of the questions; OR read the questions first, and then consider all questions you need to answer.

*When answering “best answer” questions, be sure to carefully read all four alternatives (A, B, C, and D) before choosing the answer that you think is best.* Some of the questions are designed to test your ability to make a judgement. These questions will always include a bold-faced qualifier such as **best**, **most strongly**, or **most clearly** in their stems. All of the alternatives (A, B, C, and D) are, to some degree, correct, but one of the alternatives will be “best” in that it takes more of the information into account or can be supported most strongly by reference to the information.

When answering questions, *choose the answer you think is best.* If a correct or best answer does not become obvious to you fairly quickly, eliminate the answers that seem least appropriate and then use your judgement to select an answer from those that remain.

For further suggestions, see *Teaching Students with Learning Disabilities*, Alberta Education, Special Education Branch, pages LD 122 to 124.



## ***Credits***

### **Question 11**

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### **Questions 16**

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## ***Alberta Education Contact***

Questions or comments regarding this bulletin should be directed to:

Douglas D. Burns  
Social Studies Assessment Specialist  
Provincial Achievement Testing Program  
Student Evaluation Branch  
Alberta Education  
Box 43  
11160 Jasper Avenue  
Edmonton, Alberta T5K 0L2

Telephone: 403-427-0010  
FAX: 403-422-3206  
E-mail address: [dburns@edc.gov.ab.ca](mailto:dburns@edc.gov.ab.ca)

To be connected toll-free in Alberta, dial 310-0000.



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